



The Semantic processes in the culture; general analyze of the dynamism of culture

Sadagat Aliyeva, A.;
Azerbaijan State University of Culture and Arts

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Abstract

The article reviews the place of ethnic and national identity in the structure of other group identities, describes psychological mechanisms and phenomenon of self-awareness as a member of the ethnic entity, characterizes separatism as a destructive version of ethnogenesis, which contradicts state interests. Currently, a number of countries observe the flare of patriotic movements, which is tied to the development of public identity. However, local patriotism is the factor of not only consolidation but also of confrontation [up until demonstration of separatism]. Separatism acts as a destructive version of ethnogenesis because it expresses the demonstration of ethnos contradicting state interests. Conclusions about the availability of several directions in the development of socio-psychological background of the formation of ethnic separatism are made through the analysis of scientific literature and based on the conducted research. Taking into account the characteristics of economic, political and ideological crises and conflicts in the current stage of global socio-cultural development, we should prioritize humanism and tolerance that they embody humankind and are useful for all humanity. To achieve this lofty goal we should think of new conceptual approaches to study the history of global system of cultures and semantic processes, especially the ones that have many common manifestations and similarities. From this point of view it is time to initiate to create the history of semantic process in the culture and world culture and to fathom the reasons of cursing the thesis "all people's intellect is the same". Let us touch upon some problems of semantic process in the culture and priorities so as to achieve above mentioned goals. We think that, first of all, including the history of civilization approaches to west-centered positions in modern culture study should be changed drastically. This position is seen in the phi-

losophy history of the East and the Islamic world and generally in the current research publications under the name of "cultural history" in scientifically and culturally non-acceptable forms. This position also exists in the modern semantic process of culture, directs public awareness, causes formation of inadequate attitudes to the East, especially carriers of Eastern cultures, leads to various conflicts in a number of Western countries and some modern processes of multiculturalism.

Keywords: semantics, culture, process, semantic system, cultural processes.

Introduction

As you know, Cultural Semantics studies the cultural phenomena as texts - media information system through which encoded all the socially significant information is stored and transmitted. In this text can be expressed not only verbally (in words), but also non-verbally, as well as by symbols in any products of human activity. Main attention is paid to the processes of communication between people in the society.

This area of cultural studies exploring the symbolic and communicative functions of culture, as any process that occurs in a culture is impossible without constant communication process. Communication of people is impossible without a language understood by all members of a given society. This language is not only words, but also other system of symbols - pictures, signs, logos, material objects, rites and rituals. Study multiple languages of social communication, mechanisms of their action, the principles of formation and functioning of a task cult molecular semantics.

At the first level studies cultural semantics creates a general theory of semantic orders in a culture that de-

scribes the processes of accumulation, fixation and broadcasting of social and cultural experiences of different societies. It is important to identify the overall structure of the semantic field of culture, to follow the dynamics of social communication processes, to create a typology of semantic objects, develop a research methodology.

The second level is focused on the study of the following semantic systems:

interpersonal system of information exchange, ensuring the interaction of people in the community on the basis of verbal (word) and non-verbal means of communication;

media system, which ensures the transfer of socially significant information at the same time a large number of people;

Social identification system, representing the totality of the individual names and titles, symbols, emblems and symbolic acts (rites and rituals), by which the designated people, territory, etc.;

storage and transmission of information in the form of tangible monuments, texts and other forms.

At the third level analyzes the semantic form. The idea is that all cul-

tural forms to a greater or lesser extent, have a semantic characteristics, as any thing created by man, certainly has the features of the mark. Therefore archaeologist found a clay pot shard can tell a lot of information about the society in which use this pot. Semantic forms are those patterns that embody a particular semantic way, a way of symbolizing some senses, the ideas come values. These forms are translated into concrete objects, artifacts of culture.

History of Cultural Studies

History Cultural Studies examines the history and mechanisms of the emergence and development of various concepts and theories of culture. These areas of expertise make up a substantial body of proper cultural and philosophical knowledge.

These components are fundamental cultural studies represent a system of the objects that are in a relationship hierarchy - from the study of the most general laws of theoretical cultural processes to the study of individual phenomena and events.

Max Weber, one of modern sociologists, also dealt with the sociology of semantic process of culture. Having different opinion about semantic process of culture the scientist said that it can only be a tool in nurturing a person. The mission of semantic process of culture is making a person perfect in social environment, shaping his outlook and taking him to his main purpose, aim. There are also opinions by L.F.Ward, A.W. Small, G. Ratzenhofer and others about sociology of semantic

process of culture, theoretical and practical training.

American scientists Parsons and Merton, who attached great importance to teacher - student relations at schools and saw relations among children as first personal social relations, considered schools as one of the first places for socializing. Schools play very important role in person's rearing and nurturing [2. 40]. Socialization of the individual is a process happening in relation with social environment and existing culture and makes the individual a participant of social system and makes it possible to adapt to the community where he lives. Norms, values and beliefs of the community socialization process are transported with individuals, they are given different positions within social institutions, some habits and stereotypes are instilled. As a result of socialization person learns that he is a part of his family, relatives, neighbors friends and eventually a nation. Complex and colorful "micro condition" of the closest social surrounding reflects the learning of social experience by an individual and affects the content and level of socialization. They instill initial social relations to young children and inform them about material, cultural and moral issues in the society. Children gradually become the carriers of culture of their society. Merton was famous for his functional attitude in sociology. Therefore, the culture of a society sometimes puts pressure on peo-

ple and instills negative aspects as well as positive ones.

While giving their own opinions on sociology of semantic process of culture American sociologists considered it as a technical method, not a science. In particular, the proponents of this attitude were M. Smith, Kulp and L. Zeleni. G. Payne claimed that semantic process of culture makes a person socialized not only in schools, but during all lifetime and it is multi-stage methodology. It teaches a person behaviors, and in this sense it is a set of behaviors.

Generally, the sociology of semantic process of culture explores all functional relationships between semantic process of culture and other institutions and organizations. However, socialization is not a static situation and relation; conversely it is constantly changing situation and relation [3.56]. Separately each individual like every individual before himself enters social environment and adapts to it during all lifetime. There are three important factors in the process of socialization.

Surveys show that children learn different levels of social norms. High level is observed when social norm complies with relevant benchmark assessments [1.50]. In this case, social norm becomes the real factor in the management of the activity. Low level learning of social norms happens when a child knows the norm orally, but such norms are not confirmed by benchmark assessments, as well as relevant emotions. Both types of charac-

ters perform ethical standards. As a result there is a functional correlation and dependence between the management of child's activity and social feelings. Process of activity and communication realized under the influence of social emotions leads to the formation of different types of psycho-emotional relations. The last factor hugely affects the development of the child's identity, as well as his emotions

Social development processes in the culture of Azerbaijan highlight problems faced by studying. So influence and consequences of globalization, in these context new approaches, concepts, paradigm and regulations in semantic process of culture are much more pressing than discussing influence of new social and global facts on semantic process of cultural organizations and partners (students, teachers and other public agents). At the same time it is needed to use technical capabilities that further strengthen social development, as well as increasing number of electronic forms of communication and visual-training methods [4.87].

In this regard some work has been done in the international arena as well (UN, UNESCO, UNICEF, and ISESCO). For instance, some international organizations have shown keen interest in semantic process of culture, and allocated special grants to study its development strategy. To this end, in 1970 a research committee called "Sociology of Semantic process of culture" began to function in the Interna-

tional Sociological Association which put special emphasis on sociological researches. Semantic process of culture is already considered one of the most leading fields of social life both in developing and developed countries. Objects of cultural research are expanding day by day. Semantic process of culture, that covers all aspects of social life, almost lives together with people, and plays a major role in his rearing.

People's access to various stages of semantic process of culture, lifestyle of educated youth, their mutual relations with teaching staff, public relations, situation in the system of interests and expectations etc. have been the topics of researches"[5.47]. The study of sociology of semantic process of culture gives us a chance to determine very important tasks before the state and people in this field. The important roles of semantic process of culture in society must be assessed in terms of both dialectic and functional sense, because semantic process of culture trains residents of the community, especially children and the youth instilling material and spiritual values, but also allows them to change their characteristic features. However, all efforts for changes should be monitored regularly. In this regard, as well as all organizations related to semantic process of culture has heavy responsibilities. Semanticism also makes them familiarized with the world. The child and young are willing to apply things experimentally that they have learned. Of course, it is a positive thing, but un-

fortunately sometimes it goes in negative directions. For this reason, proper upbringing and family relations are important from the very beginning. Education's remaining at the theoretical level, not being applied by an individual, or unwillingness to apply by an individual are also among significant problems of semantic process of culture.

In search of the methodology of scientific research in semantic process of culture

In the light of above mentioned issues following priorities jibe with the problem:

1. Putting special emphasis on common aspects of local, regional and national philosophy and cultural history should be prioritized in the concept of research of world spiritual, including cultural history.

2. We should think of scientific assessment of essentially similar events in different cultures. Western and Eastern peoples, their cultural history, democratic society, refusal of different attitudes that do not fit political and moral principles of countries, including philosophy should be among serious problems in the new era.

3. Philosophical experience in various regions and relying on scientific achievements for modern former Soviet Union humanities interdisciplinary research methodology, as well as its search and selection, categorical update (correction) of culture and philosophy have been included to pressing and leading problems. We should in-

clude "ethnicity", "ethnic culture", "ethnic areas" etc. to list of priorities, alongside other concepts, because these concepts are used not only in scientific and ideological ways, but also bloody ethno-political conflicts.

About above-mentioned problems by Azerbaijani researchers:

1. The new edition of the general concept of philosophy was offered as an interdisciplinary research methodology.

2. The adjustment of cultural history programs in the modern semantic process of culture system and cultural history of the East, especially Eastern nations in these programs should be paid attention.

From its beginning until now cultural history of Eastern peoples has been a part of worldwide philosophical thought. It must be presented in this way in the science of cultural history in the 21st century.

Is it possible that the lack of scientific knowledge, west-centered and east-centered peoples' historical attitude to cultural history of Islamic regions and currently shedding very little light on philosophy of Islamic world peoples, very short, inadequate and distorted version causes philosophy of Eastern nations get out of the boundaries of worldwide philosophical thought and it is unacceptable both morally and politically.

As a result, a lot of people in the Islamic region are being deprived of his philosophy that is his spiritual axis partially and completely. This affects

badly the distortion of the self-consciousness and self-approval of Islamic nations. On the other hand it leads to the distorted thought of the world scientific community towards peoples of this region. It generates ideas about as if these peoples became deprived of philosophy for centuries and in this regard generates ideas of Christian nations being different. Of course, such a situation, in the modern world is against tolerance and can only lead to ideological and other forms of conflicts between regional cultures and their representatives.

In explanation and assessment of various philosophical cultures of different regions emphasis on generalization or division of regional cultures is one of the pressing issues of description and evaluation of global spiritual cultural processes.

While applying to philosophical cultures of different regions, especially philosophical culture of Islamic world, the selection of shown priorities can affect East or West oriented radicalism related to the tendency of globalization, attitude to eastern culture in western multiculturalism, mutual relations between regions.

We think main issues faced by orientalism as a science in the beginning of the 21st century are the following:

1. Specification of limits of Oriental studies as a science;

2. Determination and scientific justification of the general philosophical methodology and specific methods

with scientific debate and coordination:

3. Determining priorities in the process of research:

a) The East will be investigated as a part of the global system or as a completely isolated local phenomenon from the global system;

b) We will look for general features that shape humanism and tolerance in public opinion between East and West through comparativistics or main focus will be on special ones that can lead to conflicts

4. To achieve the unification of main meanings and value criteria at least relatively in terms of content. This is especially important for determination, interpretation and assessment of phenomenon of mysticism and religion in the cultural history of East and West.

One of the most pressing issues before modern oriental studies including Oriental Studies of the former Soviet Union is to give opinion about essentially radical transformation of multiculturalism in the West, its negative approach to eastern peoples' cultures and most of the times carriers of this culture.

It is clear from numerous studies that employees' education in the field of education also protect the organization. The 3-year research in Singapore revealed that 17 percent of the country's trade and industrial companies has gone bankrupt. However, this rate has been lower than 1 percent in the companies that fulfilled employees' training programs [6. 89].

The lifespan of the organization depends to some extent on workers' knowledge, skills and competence. Educated people can be helpful to the organization at the highest level. At the same time, educated people are able to protect themselves against pressures of changing environment and to adapt to it. In addition, the development and longevity of the organization, its ability to adapt to changes depend on improvement level of workers.

Harvard University Professor William James's research has made it clear that teaching staff used 20-30% of their skills. The system of cultural management requires special skills and hard training process. Management is so special skill that requires skillfulness, foresight and outlook. In this regard, effective function of the administration has a crucial role [3]. Manager should know how to encourage people at work, should be able to lead them, understand people's relations with each other and in a group and focus on finding effective ways. In this respect, cultural managers and directors have a big responsibility. Robert Katz carried out a research on characteristic features of managers and directors of cultural institutions and came to the conclusion that managers should have humanism and wisdom. Of course, above-mentioned features should be found especially in school directors. Management of semantic process of culture encompasses combination of three concepts: quality, effectiveness of

performance and monitoring. Quality is a characteristic of activity, assessment of effectiveness is a way of determining quality, and monitoring is the implementation of this method [5]. It is apparent that due to the constant changes and updates in technologies the form of trainings in organizations has also changed in modern societies, and required people for these trainings will not be satisfied getting knowledge and experience on only one vocation, because new society needs highly developed people. They must be able to use various skills in different classes. Such people should harness their creativity, knowledge and capabilities so as to perform their tasks better and to help the institution to reach its goals [10. 45].

Basic Training Plan is also available at the secondary education level in Azerbaijan. According to it, 15 and 16 subjects are taught in the 10th and 11th grades, respectively, 24 hours for core subjects and 10 hours for selective ones. As before, all students learn all subjects assigned to these classes and chose the ones that they want. However, there is controversy over correlation between subject groups in the 11th grade and subject groups in the entrance exam. Currently selective subjects are used to reduce the impact of this problem, but confusion and difficulties will exist until selective subject classes and their organization are fully understood by OECD and other developed countries. We need to review once again subject groups and applica-

tion of selective subjects not only for entering the university, but also for serving the society successfully and effectively. In current training programs objectives (but not all of them are applied or they are somehow limited), list of topics, texts and exam schedule, methodological recommendations for each subject and class are given. However, the curriculum and other documents, which are available on each subject and grade, is being developed by various groups, and therefore there is no link between classes and subjects. This problem has been come across in most documents that were examined. As a result, there is no consistency in curriculum and also not the condition for the systematic formation of knowledge and skills with gradual integration of priorities, overlapping issues, transition from one level to the higher one. Furthermore, with these subjects in the process of teaching mostly facts are being used, strict rules are applied, but unfortunately there is no concept for improving children's imagination and thinking ability. A system of national curriculum can create excellent conditions for rationalization and strengthening of subjects, topics, learning outcomes, examinations, etc. National curriculum system is not a centralized system (most of the times it is thought so), it is a way for coordinating different parts (including training program) of national curriculum in order to complete and improve the results of the training. This kind of system allows Interna-

tional Non-Governmental Organizations (INGOs) in the field of semantic process of culture and other interested partners to demonstrate what work they can do for achieving future plans. In addition, the system helps the Ministry of Semantic process of culture in monitoring and regulating the work in national curriculum [11].

At present, the content of semantic process of culture and training and the requirements are expressed in modern

curricula. Therefore, the management of semantic process of culture and training content requires the evaluation of the curriculum at the same time. The study of curriculum begins with an assessment of needs and analysis of the current situation. This process is necessary for identifying needs-based objectives. Successful evaluation process depends on the correct analysis of the situation and the context.

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Researching of Women Faculty due to the modern Identity, and Generational Disposition

Marine, Susan B., Aleman Anna Martinez

Univ South Africa, Dept English Studies, Pretoria, South Africa

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Abstract

This article will look at the translation of idioms and other types of fixed expressions from Afrikaans (the source language) into South African English (the target language), from selected texts in Huisgenoot and You magazines from a study conducted over the 10-week period from 18 July 2013 to 19 September 2013. The article will start by looking at the difficulties in defining idioms and other types of fixed expressions and will draw on the work of Rosamund Moon for this. It then uses the strategies on the translation of idioms (and other types of fixed expressions) in Mona Baker's In Other Words to categorise a set of 70 such expressions according to the strategy used to translate them and concludes by looking at whether equivalence is obtained.

Keywords: Huisgenoot, strategies on the translation, Rosamund Moon

Introduction

In the multicultural and multilingual post-Apartheid South Africa, with its 11 official languages, all of which have a constitutional requirement to be protected and promoted, publishers of popular magazines would be remiss to ignore markets and readers based on their language preference. Indeed, according to Media24, the company that

publishes both Huisgenoot and You (Media24 2016a, 2016b), 'Huisgenoot is the magazine with the highest circulation in South Africa – over two million people read the magazine weekly'. The website also says of Huisgenoot's sister publication, You, that 'With over [two] million readers a week YOU is the biggest-selling English magazine in the country' (Media24 2016a, 2016b).

Huisgenoot and You, both published on a weekly basis, are sister publications as they feature almost entirely the same content in each issue, in Afrikaans and South African English (henceforth English), respectively. They are thus an ideal medium for looking at translation between Afrikaans and English, especially with respect to the use of fixed expressions and idioms as a subdivision of fixed expressions. Both Huisgenoot and You are marketed to families, with the result that many South Africans, from all walks of life come into contact with the magazines on a regular basis and also read them.

According to Charteris-Black (2003):

It is through figurative modes of thought that a culture signifies its unique view of the world; it is this uniqueness which presents the greatest problem for the translator of idioms. (p. 125)

This suggests that idioms present somewhat of a double-edged sword to the translator: firstly, they form an intricate part of a particular language and specifically a way of representing its peoples' culture, and secondly, they often present the translator with the problem of how to translate them into a target language and culture which may be partially, or even wholly unfamiliar with the culture of the source language and thus not necessarily have an appropriate idiom to replace it with. According to Baker (2011):

A fixed expression [including idioms] evokes in the mind of the reader

or hearer a range of associations connected with the typical contexts in which the expression is used. It is precisely this feature which lies behind the widespread use of fixed and semi-fixed expressions in any language. (p. 68)

The purpose of this article is then to investigate the translation of fixed expressions (including idioms) from Afrikaans (the source language) into English (the target language) from selected texts in Huisgenoot and You magazines during the 10-week period from 18 July 2013 to 19 September 2013 (Media24 2013a-t). As already mentioned, both magazines have a large number of readers and both contain essentially the same content. The publications are thus an ideal source of translation in action, in that they contain translations of everyday language and (fixed) expressions used by South Africans when speaking Afrikaans and English. This article will thus look at how these fixed expressions were translated from Afrikaans to English and whether equivalence was obtained. Equivalence is a seminal concept in translation studies and Baker and Saldanha (2009:96) define 'equivalence as a relationship between two texts: a source text (ST) and a target text (TT)'. Equivalence can be sought, or said to exist, at any of a number of levels in the translation. Hartmann et al. cited in Bell (1991) say that 'Translation is the replacement of a representation of a text in one language by a rep-

resentation of an equivalent text in a second language' and they go on to say that:

Texts in different languages can be equivalent in different degrees (fully or partially equivalent), in respect of different levels of presentation (equivalent in respect of context, of semantics, of grammar, of lexis, etc.) and at different ranks (word-for-word, phrase-for-phrase, sentence-for-sentence). (p. 6)

The study will use the strategies detailed by Mona Baker in *In Other Words* (2011) on the translation of idiom.

No matter how fluent a translator is in the two languages they are translating between, they should always have access to a bilingual dictionary for the two languages in question – if only to double check their use of an idiom or other types of fixed expression. According to Svensén (2009):

The purpose of the bilingual dictionary is to provide lexical items in one language (the source language) with counterparts (equivalents) in another language (the target language) that are as near as possible with regard to meaning and usage. (p. 253)

This is essentially referring to equivalence at word level, but this meaning extends to fixed expressions and idioms, which are also contained in bilingual dictionaries. Unfortunately, an exact equivalent (assuming an 'exact equivalent' is ever possible between two languages) does not always exist for a fixed expression or more specifically an idiom in the target lan-

guage, or there is more than one possible equivalent, thus it is necessary to look briefly at how lexicography treats idioms and equivalence.

Absolute equivalence

Potgieter (2006:183) calls the equivalent meanings in bilingual dictionaries TEs and draws attention to different types of equivalence that can occur when translating idioms. The first of these is absolute equivalence, where the translation equivalent(s) provided can be used in all contexts and circumstances in the target language (Potgieter 2006:185). Svensén (2009:258) also says that 'Where there is complete agreement between two expressions in different languages as regards content and usage, we have a case of full equivalence'. With respect to idioms and other types of fixed expressions, this obviously represents the ideal situation, but Svensén (2009:258) concludes that 'Such correspondence is quite unusual'.

Partial equivalence

Potgieter (2006:186) also refers to partial equivalence and divergence because an idiom can have more than one translation equivalent but says that dictionary users are not often given any guidance about which equivalent to choose. She further contends that although there are instances where one or more TEs can represent absolute equivalence, more often than not the TEs only represent partial equivalence, or divergence between the lemma (or idiom) and the translation equivalent(s).

Svensén (2009:258) also describes partial equivalence as: 'Where there is some, but not complete, agreement between two expressions in different languages as regards content and usage'.

Divergence

According to Gouws and Prinsloo (2005: 156–157) 'divergence is characterised by a one to more than one relation between source and target language forms'. They then distinguish between two types of divergence: the first of these, lexical divergence, is 'where a monosemous lexical item, functioning as lemma sign, has more than one translation equivalent' and as an example give the Afrikaans word *gulheid* which has two TEs in English, namely 'generosity' and 'liberality'. The second type is semantic divergence which 'prevails where the lemma represents a polysemous lexical item', an example of which is the word 'chair', for which three meanings are given, namely a 'seat for one person usually with a back', or a 'professorship', or 'a chairperson'. Potgieter (2006:186) feels that one of the most important aspects of the treatment of idioms in bilingual dictionaries, which requires attention from lexicographers is divergence and that they differentiate between lexical divergence and semantic divergence.

For lexical divergence, Gouws (cited in Potgieter 2006:186) says that it is vital that the lexicographer provides context for the various TEs so that the user

can identify the typical contexts in which to use them.

Potgieter (2006:187) says about semantic divergence that the problem is that the user is not given information about the semantic differences between the different TEs, nor is the user told which are idioms and which are not. She goes on to say that if a translator is not aware of these semantic differences, then they can easily choose the wrong equivalent in a particular context and suggests that the best way that a lexicographer can ensure equivalence is to include additional information to assist the user in determining the correct equivalent to use.

Zero equivalence

Finally, Potgieter (2006:187) talks about zero equivalence (ZE) and surrogate equivalence (SE). According to Gouws and Prinsloo (2005:158), 'zero equivalence prevails where the target language has no item to be coordinated as a translation equivalent with a lemma representing a source language item', that is, there is no translation equivalent for a particular idiom in the target language. In this instance Potgieter (2006:188) says that a surrogate equivalent is needed in the absence of an absolute or partial equivalent and this usually takes the form of a description of the idiom. She concludes that it is therefore important that the user be told whether or not the translation equivalent is an idiom.

While this article is not strictly concerned with lexicography, the useful-

ness of the above definitions of different types of equivalence will become clear during the data analysis in evaluating the translations between Huisgenoot and You magazines.

Strategies for translating idioms and fixed expressions. In order to look at the translation of idioms and fixed expressions between Afrikaans and English, the strategies proposed in Baker (2011:75–86) are used. The first task for any translator dealing with a text con-grammatical rules of the language, for example trip the light fantastic'. Baker (2011:69–70) highlights two cases where idioms and other types of fixed expressions can be misinterpreted by a translator who is unfamiliar with it. The first of these is that 'they seem transparent because they offer a reasonable literal interpretation and their idiomatic meanings are not necessarily signalled in the surrounding text'. As an example, she uses the idiom drain the radiator, used by truck drivers and which could quite easily be seen to mean the draining of the truck's radiator. It in fact refers to the driver urinating.

The second is that 'An idiom in the source language may have a very close counterpart in the target language which looks similar on the surface but has a totally or partially different meaning' (Baker 2011:70). Here she compares the following two idioms:

(1) Has the cat had/got your tongue?

taining idioms and other types of fixed expressions is to be able to identify them. This is often helped by the fact that the idiom or other type of fixed expression does not make sense in its context if interpreted literally. According to Baker (2011:69) they 'violate truth conditions, such as It's raining cats and dogs', something which is obviously not possible, or 'they do not follow the

(2) Donner sa langue au chat
Idiom (1) 'is used in English to urge someone to answer a question or to contribute to a conversation, particularly when their failure to do so becomes annoying'. In French, idiom (2) literally means 'to give one's tongue to the cat', but idiomatically means 'to give up, for example, when asked a riddle'. Both idioms literally relate to one's tongue and a cat, but their idiomatic meanings are quite different. It is thus a test of the translator's skills to identify idioms and interpret them correctly.

Conclusion

The results showed that the three most popular strategies were: translation using an idiom of similar meaning and form, translation using an idiom of similar meaning but dissimilar form, and translation by paraphrase and that the following three strategies were not used at all: translation by borrowing the source language idiom, translation by omission of a play on idiom, and translation by compensation. As mentioned above,

despite Van der Merwe (2001:69), the sixth strategy of translation by omission was used, but there were no grounds for these omissions as suitable TEs were readily available for these examples and achieved full, or partial equivalence using one of the other strategies, specifically translation using an idiom of similar meaning and form, translation using an idiom of similar meaning but dissimilar form, or translation by paraphrase.

There were five instances where the translations were questionable and where different translators might disagree as to whether or not equivalence was achieved, but using Baker's strategies, and consulting a bilingual dictionary quite easily produced a translation equivalent that was in fact partially, or even fully equivalent.

The study also highlighted how much the form of the idioms and other types of fixed expressions are often changed. Despite the rules governing the use of these expressions discussed above (Baker 2011:67), almost all the examples were slightly, or even drastically altered from their 'frozen state'. Investigation of this was beyond the scope of this study, but no doubt requires future research.

The key problems of reflection in teaching are two directions: ontological (related to the content of subject knowledge) and psychological (that is, turned to self-knowledge and knowledge of one's activity) [11, p.16].

Pedagogical reflection is connected with the peculiarities of the content of pedagogical activity, with the experience of one's own work and is directed both at one's own activity and activity of colleagues, and on the activity of students. By its own activity, pedagogical reflection is characterized by the awareness of its own pedagogical experience, the development of success criteria, the analysis of changes that occur in one's own education [7]. Reflection as one of the properties of a feature is the basis of its self-development, openness to new experience, to other people; professional reflection provides the teacher with accumulation of new experience, the development of an individual style of pedagogical activity, is very important in the context of his professional development [9, p. 141].

In addition, it should be noted that in the modern world, the informatization of education is one of the priority areas for the modernization of the domestic education system, the preparation of a person for life in the information society, taking into account the essence of global transformations. This puts a certain number of requirements for the physics teacher: he must be able to work with computer equipment, own certain information and computer technologies. Accordingly, the training of physics teachers in refresher courses should be directed to the following areas: preparation for the teaching of physics through information technol-

ogy; preparation for the use of information media as a means of effective teaching of physics; conducting master classes on the teaching of various topics in physics using information technology during demonstrations; conducting master classes, laboratory works or physical workshops with the use of innovative technologies; gaining skills in working with innovative technologies to monitor and direct students' work.

So, within the framework of modernization of refresher courses for teachers of physics in the regional institute of postgraduate pedagogical education, it will be expedient to increase the proportion of activities aimed at realizing the intellectual potential of the teacher on the basis of subject-subject relations, dialogue and exchange of experience with colleagues, in particular, improving his thinking, reflexivity, readiness to work with computer technology and its wide use in physics lessons.

To the factors that cause this need, we should add the following:

- the development of society from time to time requires the reform of the education system, which, first of all, consists in changes in its conceptual framework, which, in turn, leads to changes in the content of curricula and plans;

- existing ones are being improved and new forms, methods and methods of teaching students are emerging;

- didactic, in particular, technical training aids are being developed;

- the ways of evaluating students' learning achievements (exams, testing, etc.) change;

- there are differences in the physical and mental development of each next generation of children who come to school;

- changing motifs teachings requests for education, and so on. [31].

A certain length of service in the system of postgraduate pedagogical education of Azerbaijan allows the author to suggest some ways of solving problems related to the professional development of the teacher. Let us consider them in more detail.

According to some scientists, cognitive activity is a significant component of cognitive activity. We found out that the latter in psychological and pedagogical studies is considered in the following aspects: cognitive activity is a component of cognitive activity (LOvanova, OV Sergeeva, IF Harlamov, TI Shamova, GI I. Schukin) cognitive activity - one of the personality traits (I.Ya. Lanin, G.I. Shchukin) cognitive activity as the readiness of the individual to cognition of the external and internal world (N.Zvereva, I.Ya.Lanin, I.F. Kharlamov, TI Shamova, and others) [5; 6; 8; 14; 16; 17; 18].

L.O.Lisina in this thesis considers the cognitive activity as "an integral formation of the complex personality, which includes motivational, meaningful and operational s second and emotional-volitional component and sold through e cognitive needs,

the initiative of cognitive suprasituational st, transformability, self-actualization, self-regulation "[12].

T. Shamova identifies three levels of cognitive activity of students: the first level - the reproductive activity; the second level is interpretive activity; the third level is creative [22]. Given the features of teaching physics, M.P. Rudenko considers it expedient to introduce the fourth level - the passivity of cognitive activity, "which will allow not only to assess the level of activity, but also to detect its absence" [15].

We agree with N.L. Sosnitsk oh, who believes that "the activities ostny approach involves a combination of the following: cognitive, comprehension, memorization, application in practice, deepening" [19].

The purpose of the article is to determine the degree of applicability of the activity approach in the professional development of physics teachers.

Graduate school teaching institution receives knowledge in basic sciences, such as mathematics, physics, history, biomechanics ie, psychology, pedagogy, ie, methods e learning subjects of his specialty, and others. With this baggage, he starts to fulfill their professional duties in school, Vocational school, preschool or out-of-school educational institution. If the amount of knowledge in mathematics, physics, geography and other sciences

does not increase so quickly that they need to be updated immediately after graduation, then such sciences as computer science, psychology, and teaching methods develop quite quickly. Even with this in mind, the teacher can not always cope with the performance of duties at the proper level. There is a need to improve his skills [32].

One of the features of working with adults, as pointed out by V. I.Putzov, is their focus on the instant application of learning outcomes. On this basis, it is advisable to use methods of interactive learning that are appropriate to the nature and characteristics of adult learning. They allow not only to optimally take into account the educational needs of an adult, but also create the conditions for a permanent, systematic analysis of one's own actions. Interactive learning can avoid the appearance in the minds of teachers of patterns, stereotypes in relation to professional activity [28].

The concept of "interactive learning" in science is considered as:

- training, in-depth communication; retains the ultimate goal and the main content of the educational process, but modifies the forms from translational (transmitting) to dialogical, that is, based on mutual understanding and interaction [4];
- A special form of organization of cognitive activity, has a specific, supposed goal - to create comfortable learning conditions, in which every-

one feels his success, intellectual ability [5].

The organization of interactive learning involves modeling life situations, the use of role-playing games, a general solution to the problem on the basis of an analysis of the circumstances and the relevant situation. Interactive training effectively promotes the formation of skills and skills, the development of values, creating an atmosphere of cooperation and interaction.

Over the centuries, there have been significant changes in socio-economic formations, science, production, and, with what can not be ignored, in human psychology. The system of psychological and pedagogical influence on the younger generation could not help changing too. Along with the teacher, there were comprehensive media outlets that often work against what the teacher says. It should take into account the fact that the education system fulfills the order's society emanating from modern production requests, education, culture, health, etc., while remaining itself, to some extent conservative. It almost always lags behind the development of science and technology, because it relies only on existing achievements. So, for example, while the semiconductor technology has reached a significant development, the programs of technical universities, not to mention pedagogical ones, have long acquainted students with vacuum devices (lamps) for quite a long time. To the full, this

has to do with school curricula. Change them quickly fails, because they have already written textbooks, methodical aids, produced other didactic means. However, with the news of science, technology, literature and art, it is possible to familiarize teachers with courses to improve their qualifications, introducing for this purpose appropriate special courses or electives [24] .

As already mentioned above, all the time the development of new organizational forms, methods and methods of training. The knowledge paradigm of education is moving to the background. More and more attention is paid to the development of a child received in the hereditary factors and the ability of it's suitable.

There were scientifically justified new approaches to the development of creative abilities of pupils. If earlier it was believed that to develop the creative abilities of a person it must be involved in the solution of creative tasks (here, the tasks related to the unknown for the subject algorithm and their solutions were referred to the creative category), now it is already considered that a person should develop a sense of harmony then it will be a way to detect a certain disharmony between the elements of the system, and this is itself a work of [25]. Knowing this, teachers can organize appropriate work with students and develop their own creative potential. The lesson is no longer the sole and personified di-

dactic unit. There is an independent work of students, their research activities.

Of particular interest in terms of the management of patients with thermal lesions it is possible to predict the course and outcome of burn patients [20,37,42, 48,50], that treated us as a prognostic role biokristallomiki. The first data regarding the comparison kristallogennyh and initiating properties of biological media of patients with different outcomes thermal injury suggests the prospects of this area of research [22,23]. A further aim of this research is to optimize the tactics of the considered cohort of patients, especially in critically ill (in a room or intensive care [22,37,40]), which additionally has a feasibility study related to the economy and informative enough performance biokristalloskopicheskogo research.

The task of creating predictive models solved in practice by the use of mathematical modeling techniques, the use of multivariate statistical methods (multiple regression analysis, discriminant analysis) with regard to the data and its own dynamic study initiated crystallization saliva [8].

A significant factor in assessing the patient's condition is to verify the presence and severity of burn endotoxemia. Available data suggest that kristalloskopicheskaya diagnosis of said possible states [2,9,10,18,19,22,23,27,31,36,41] wherein occur as markers that indicate the presence toxemia in general [10,

19,31,36,41], and specific criteria burn intoxication genesis [9,22,23,27]. Furthermore, similarly verified not only the fact of endotoxemia, but its degree of severity. We have established [22,23], which rise as endotoxemia severity increases and tezigraficheskikh kristalloskopicheskikh chaotic facies, serum, saliva and urine, which manifests itself in a regular growth of the degree of degradation facies formation cellularity and reducing the uniformity of element distribution picture.

Virtually free is a niche related to the research study of the nature of their own importance and initiated by crystallization of biological substrates patients kombustiologicheskogo profile. This problem logically divided into three main aspects: the specification burn disease pathogenesis crystallogenesis when evaluating patients in the experimental application biokristallografii combustiology and considering the physi-cochemical properties of patients with thermal injury biological media under conditions in vitro [7,25,43,44,47, 52].

The first point is practically realized when evaluating different features of crystallization of biological material, including the little-used (wound discharge, tissue homogenates, scrapings and smears with the surface of the wound, and so. D. [11]). The application allows the latter more accurately describe the local metabolic changes caused by burn injury. Examination of several bioliquid facilitates

compiling a complete metabolic "picture" of pathology taking into account the local and systemic effect, the presence and severity of endogenous intoxication. A similar approach to the analysis of study provides finer mechanisms and metabolic nature organism under rearrangements thermal injury, and preferable to use simultaneously several biological substrates,

For a clear understanding of the mechanisms of the development of burn disease and burn shock important is the ability to model this disease in animals, which is reflected in the experimental combustiology. To date, the literature underrepresented methodological and methodical bases playback thermal injury in laboratory animals [5,6,49,51]. They should include a preparatory experiment phase [planning, the choice of effective action, the selection of animal models with regard to their type, health, standard of physiological parameters, sufficient sensitivity to thermal effects, convenience to adequately assess both direct and remote (reparative or tanatogennogo) aftereffect period], actually perform the study (especially deposition of burn injury, Continuing maintenance animals - modeling combined injuries, experimental drug and / or surgical treatment, etc.), as well as approaches to the analysis and understanding of the results... Kristalloskopicheskie methods for the study of biological substrates in this case can be used as a way to verify the

presence and severity of burn disease, assessment of depth metabolic changes associated with thermal injury, as well as the criterion that monitors the effectiveness of experimental therapeutics used. According to various authors [8,10,19,36], most suitable for implementation biofluid teziokristalloskopicheskogo analysis in laboratory animals are blood serum, urine and coprofiltrates. Last for teziokristalloskopii needs further treatment, consisting dilution in distilled water, homogenizing and filtering. To prepare micropreparations recommended to use this filtrate that is sufficiently informative about the component composition and physico-chemical properties coprofiltrates. As biological media with respect to human body, animals in the study of the biological material is prefer.

While this study focused exclusively on assessing Baker's strategies for translating idioms and other types of fixed expression, there are other theories and approaches which can also be considered when translating idioms, but were outside of the scope of this study. As Baker's strategies were able to account for 93% of the translations in the study, including finding suitable equivalents when idioms had been omitted and where the translations were questionable, or even incorrect, on balance her strategies work well when translating idioms and other types of fixed expressions between Afrikaans and South African English.

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